National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Lea Faka-Tonga Level 1

This exemplar supports assessment against:

Achievement Standard 92036

Interact in Lea Faka-Tonga to share and respond to information, ideas, and opinions

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to interact in spoken Lea Faka-Tonga to share and respond to information, ideas, and opinions.

This involves using relevant language in unrehearsed and unscripted conversation, and referring to events or experiences in the present as well as the past or future. Communication will be achieved overall despite inconsistencies.

The assessed student is on the left in both videos.

This student has interacted about the help that he can contribute to organising the Tongan group's fiefia night and about what his family does during the holidays. The student asks questions in formulaic type language e.g. "*Ko e hā e meʻa fai mo ho famili? Ko e hā e meʻa ʻoku ke fai mo ho kaumeʻa? ʻE fiha e hu he matapa? Kamata he fiha? Tuku he fiha? Ko hai ʻe lotu?*" Short formulaic responses include: "*ʻalu ki he lotu, ʻalu sio faiva, ʻalu ki kolo, ʻalu kaukau tahī*", etc. In some instances the student does move beyond the formulaic.

There is evidence of reference to present and future events and experiences through the use of the future tense, e.g. "*ʻE fiha e hu he matapa?*"

For Merit, there would be additional evidence of interactive strategies to support the conversation and to enable more detailed responses.

There would also be additional evidence of a range of language to build on aspects of the information, ideas, and opinions shared. For example, the student could provide details about what type of shopping they want to do in town. For Merit, communication will not be significantly affected by any inconsistences, for example the tense errors did significantly hinder communication of the message and it was unclear when the event was taking place.

Grade: Merit

For Merit, the student needs to interact capably in spoken Lea Faka-Tonga to share and respond to information, ideas, and opinions.

This involves using interactive strategies to support the conversation and a range of language. There will be evidence of building on aspects of the information, ideas, and opinions exchanged. Communication will not be significantly hindered by inconsistencies.

The assessed student is on the left in both videos.

This student interacted capably to share information, ideas, and opinions about his chores at home after school and about the Tongan language week.

He uses a range of language at the expected level and shares information about past and present experiences in both his interactions, e.g. "*Na'á ku kamata fai e ngaue… na'a mau lele atu…*"

In both interactions, the student uses a range of language appropriate for the level. He built on the information given by adding details, giving opinions, and justifying his ideas.

There is some evidence of interactive strategies, for example his use of questions to maintain the interaction and its continuity, e.g "*Fēfē koe?, Ko ho ta'u fiha ne 'oatu ai e ngaue koia…? Pea hā?*"

For both recordings, the student shows language that is consistent with the level, and there are no inconsistencies that significantly hinder communication across the two interactions.

For Excellence, additional evidence of interactional strategies that enhance the conversation would be necessary, rather than just questions. For example, he could encourage his partner to be more active and forthcoming with additional details, by engaging and extending on specific details in his partners responses.

Grade: Excellence

For Excellence, the student needs to interact skilfully in spoken Lea Faka-Tonga to share and respond to information, ideas, and opinions.

This involves successfully using interactive strategies that enhance the conversation and a range of language. Communication will not be hindered by inconsistencies.

The assessed student is on the left in video 1 and on the right in video 2.

The student has interacted skilfully to share extensive information about her family, using her family tree as a prompt, for example she talked about how happy she was when she completed her family tree on time, so that they can use it as the basis for their conversation. *"...fiefia 'au'aupito he 'osi 'eku homueka 'akau fakafāmili...ke ta talanoa ki he'eta 'akau fakafāmili"*

There was a range of language successfully used and the interactive strategies enhanced the conversation. For example, questions which helped to maintain the conversation, e.g. *"pea ko e hā e fo'i laine ia koā?"* and the use of fillers, e.g. *"Auē, faka'ofa!"* When she looked at her partner's family tree diagram, she commented on their family members and how their grandmother is still alive in comparison to herself as an only child *"…'oku ou sio au 'oku ke hala mo e tuonga'ane pe tokoua?"*

There is evidence of communicating about present, past, and future events and experiences through the correct use of past, future, and present tenses. For example, she shared detailed information about something that her family is known for.

Both recordings demonstrate a consistent level of language, and there are no inconsistencies that hinder communication across the two interactions. The interactions are natural, with pauses, indicating that they are not rehearsed and scripted.